

# Unit Planning Guide: Grade   1   Unit   2   of   6

Unit Title: Realistic Fiction	Pacing (Duration of Unit): 5 weeks
Grade: 1	Buffer Day(s): 1 week

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.1.2b Use end punctuation for sentences.**
- L.1.5b Define words by category and by one or more key attributes.
- **L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
- **L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.**
- L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
- **L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)**
- **L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings**
- **L.1.5a Sort words into categories to gain a sense of the concepts the categories represent.**

These are MPI examples for EPL 2/3

- Give examples in order to participate in shared writing in cooperative group structures
- Categorize words by attribute with a partner
- Retell stories with key details using a graphic organizer
- Identify main topic and retell details of a text using a graphic organizer

<ul style="list-style-type: none"> <li>• <b>RL.1.1</b> Ask and answer questions about key details in a text.</li> <li>• <b>RL.1.2</b> Retell stories, w/key details and demonstrate understanding of their central message or lesson.</li> <li>• <b>RI.1.2</b> Identify the main topic and retell key details of a text.</li> <li>• <b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>• <b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1</li> <li>• <b>SL.1.1b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges</li> <li>• <b>SL.1.1c</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>• <b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> </ul>	
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Meaning (\*Mostly assessed through Performance Tasks/Assessments)

<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>• Main ideas support understanding.</li> <li>• Good retelling includes main ideas and key details.</li> <li>• The central message or theme of a text helps us understand its meaning.</li> <li>• Realistic fiction is a fictional story that could possibly happen.</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>• What's important and what's not?</li> <li>• Why do we like to read about things that are not true but could really happen?</li> <li>• How do story elements help us remember and retell important elements of a story?</li> </ul>
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Acquisition (\*Mostly assessed through traditional summative assessments)

<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know that...</i></p> <ul style="list-style-type: none"> <li>• Text contains main idea and supporting details</li> <li>• Stories have elements that lead the reader to understand a central theme</li> <li>• Words/ideas can be categorized and classified</li> </ul> <p><b>Key Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• shared writing</li> <li>• story elements</li> <li>• categorize and classify</li> <li>• supporting detail</li> <li>• central message (theme)</li> <li>• main idea</li> <li>• key details</li> </ul>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning</u> should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• <b>identifying</b> main idea (Knowledge)</li> <li>• <b>identifying</b> supporting detail (Knowledge)</li> <li>• <b>analyzing</b> and participate in a discussion about central message (theme) or moral (Analysis, Comprehension)</li> <li>• <b>retelling</b> stories in sequential order (Comprehension)</li> <li>• <b>relating</b> and verbalizing ideas in shared writing activities (Analysis)</li> <li>• <b>classifying</b> informational and narrative texts (Application)</li> <li>• <b>participating/contributing</b> in shared writing supporting or informing a given topic (knowledge, comprehension, application, analysis, synthesis)</li> <li>• <b>categorizing</b> words (application)</li> <li>• <b>defining</b> words (knowledge and comprehension)</li> </ul>